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ABSTRACT

This paper reports research to discover causes of sex stereotyping in the school. Part 1 sets forth the major goals of the research. In part 2 are summarized state and local projects, curriculum, inservice, research report, and organizations which formed the theoretical basis of the research. All have resulted in successful improvement strategies for sex fairness in vocational classes. Part 3 reviews research and professional literature dealing with (1) understanding attitudes of students who are or are not entering vocational classes and (2) the role of the counselor in directing students into vocational classes. Part 4 is a summary of the review. It also sets forth these positive steps toward reducing and/or eliminating sex-role stereotyping in vocational-technical courses: vocational guidance and counseling, programming and course selection, inclusion of career guidance in the curriculum of the school at all grade levels, equality of opportunity to learn about the world of work, and cultural democracy in classroom management and teaching. (YLB)

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RESEARCH PAPER
SEX ROLE STEREOTYPING IN VOCATIONAL-TECHNICAL COURSES IN THE HIGH SCHOOL

Submitted by:

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ADS 6010

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The National Advisory Council on Women's Education Programs was established by Congress in 1974 with a mandate to advise federal officials on the improvement of educational equity for women. In fulfilling that responsibility, the Council has actively promoted measures to eliminate sex bias and sex stereotyping in vocational education. The council's concern stems from overwhelming evidence documenting pervasive sex bias in vocational education programs across the nation. Lack of access to non-stereotyped vocational and technical training is a major cause of the concentration of women in low-paying, low-status jobs.[1]

The Vocational Education Act of 1963 was considerably amended by the Education Amendments of 1976 (Public Law 94-482). A major purpose of the revised Act is to develop and carry out programs to overcome sex bias, sex discrimination and sex stereotyping in vocational education and to promote equal educational opportunity for both sexes. The 1976 Act marks the first time that federal legislation has specifically addressed the need of women and girls for equal access to vocational education and job training. Its passage is a major breakthrough for women and hopefully girls entering vocational education programs for the first time. The Act provides a variety of measures to improve significantly the vocational preparation of women and girls and to update their status in the labor market.

The new Vocational Education Act affects national, state and local governments. The following definitions apply for the primary purposes of the Act and the regulations:

- Sex bias--behaviors resulting from the assumption that one sex is superior to the other.
- Sex stereotyping--attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of sex.
- Sex discrimination--any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of sex.

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The provisions of the Act are significant because in the past policy-makers have ignored the vocational preparation of women and girls. The Act proposes to insure that some resources will be devoted to their needs and remedies for the traditional lack of representation of women and minority women on state advisory councils and in the vocational education planning process.

Vocational educators have not been adequately trained, let alone informed, to meet the needs of the heterogenius (mainstreamed, coed) student body which presently exists within their high schools. Previous to Title IX of the Education Amendments 1972 and the Education for All Handicapped Children Act of 1975, vocational education classes were essentially separate for males and females. Special education students were barely involved in regular vocational education classes. Because of this structural design vocational education teachers were basically trained to teach classes with a homogenous student body. This has been evidenced by a significant number of vocational teachers and administrators in Macomb County who have indicated over the last several years a need for inserviee programs related to classroom climate.

The classroom climate in vocational education programs can enbble students to learn important social and interaction skills along with their work skills, which contribute to their total education and to the climate of the entire high school. More than any other part of the curriculum vocational education lends itself to the combining of student thoughts, feelings and movemants as well as skill training as individuals and as team members. Bringing a variety of students together regardless of sex for the common goal of vocational training, creates a situation to foster cooperation and respect for each person's individual intrinsic worth and basic dignity.

[1]Hearings before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Sex Discrimination and Sex Stereotyping in Vocational Education, 94th Congress, First Session.

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Part 1 - Major Goals of Research

The ultimate worth of any program must be found in what it intends to attain with the student or what it desires or epects the student(s) to be guided to, or into. In the case of vocational education it is intended to guide the student in understanding and comprehending American industrial technology, modern business practices, and home economic methods, primarily among its many programs, along with guiding the student in making an intelligent occupational choice. In another context it is designed to bridge the large gap between general and vocational education which has existed for a long time, primarily because of misdirection of goals between the two and and not enough involvement between the two areas that they have commonalities. With the broad frame of reference given most students today in vocational education classes in comprehensive high schools it still may remain impractical if not impossible, for some students to enter because of sex stereotyping which effectively excludes them.

Vocational education teachers today are finding themselves teaching classes that have a variety of students and student needs, (mainstreamed, co-ed). Mew vocational education classes include Special Education students, mainstreamed into regular vocational education classes and coeducational classes that were by tacit tradition almost separate for males and females. Many vocational education teachers have been trained to place an emphasis on competition and refining physical skills for beginning level entry into a vocational area in the World of Work. Although these do have a place in schools and society, too much of an emphasis on competition can have negative results and effects. Alienation of groups and/or individuals with feelings of superiority, inferiority, status, prejudice, or intolerance may be the results, In a competitive environment certain

constraints and requirements are placed on students which may be barriers to their achievement and personal satisfaction.

While many factors such as parental attitudes, peer pressure, traditional social attitudes, reinforcement by the various media, etc., contribute to an emphasis on competition in vocational education classes, it is the educational institution's responsibility to provide a positive learning environment with equal opportunity for participation, personal satisfaction and growth for every student both male and female.

With these thoughts in mind the major goals for this research paper are listed below:

1. To discover causes of sex stereotyping in the schools.
2. To develop strategies to head off sex stereotyping of vocational classes.
3. To understand attitudes of students who are/or are not entering vocational classes.
4. To see the role of the counselor in directing students into vocational classes.

As vocational education progresses it has come to the attention of many observers that certain segments of students are being denied the benefit of skill training that might eventually prepare them for the world of work. Either because of self doubt, parental pressure, social or societal attitudes, lack of success, induced by either oneself or outside guidance and counseling, entering into a non-traditional vocational area has been particularly difficult for the female high school student.[2]

Strong interest by students going to or planning on entering college to have themselves tested either by SAT or ACT testing to determine their abilities to succeed or achieve college status. While on the other hand, most vocational students whom I have spoken to in regard to their thinking of entering vocational programs seem to have little interest or understanding of the imprortance to themselves of taking a vocational interest exam. At least this situation

[2]Ehrlich, Howard J. Selected Differences in the Life Chances of Men and Women in the United States. Baltimore: Research Group One, Report 13, 1974.

seems extant in the comprehensive high schools in Macomb County. The ultimate gain afforded into insight of their vocational abilities than becomes lost or dimmed while the student painfully strives toward getting through the program. Without this vocational "interest" determined beforehand the student may eventually find after completion the program less than what they might have originally desired. Or worse yet, a total waste of their time and talent leaving them with a completion, but little satisfaction with its result because of disaffection with that particular program and what the student's true interest is.

Sex stereotyping can easily take place in a milieu such as this. Hopefully testing of students vocational abilities and strengths is increasing. Particularly before the program is entered. If not then the students, either male or female, choices are limited. With the student, of course, bearing the brunt of having selected or opted for the wrong program, based on their real needs. It becomes more painfully apparent when that choice is foistered upon them with little knowledge or say so on their part.

A study by Rex Thomas Finnegan, Ed.D. focuses on "A Study of Personality Differences of the Vocationally Undecided Student and the Effect of Vocational Counseling."[3] This study sought to determine whether differences existed between the vocationally undecided student and the vocationally decided student. Also it sought to determine what effects vocational counselors had upon the vocationally undecided student. The instruments used in this study were a form of the semantic differential, the non-occupational scales of the Strong Vocational Interest Blank and a self report questionnaire on background variables. The semantic differential was used to measure seven personality traits found by previous research to be different for the undecided student in comparison with the decided. The scales on the Strong Vocational Interest

[3]Comprehensive Dissertation Index 1977 Supplement, Social Science's & Humanities Part I, Pg. 102.

Blank and the self reports were used to determine what other differences existed between these comparison groups. There was a total of 93 students in the study, three groups of 31. There was an experimental group of undecided students who received counseling through the year, a control group of undecided students who did not receive counseling, and a decided group. One-way analysis of variance, multiple classification analysis of variance, Kruskal-Wallis one-way analysis of variance. Mann-Whitney U test, and t test were the techniques used to analyze the data.

The analysis of the background variable indicated that the undecided students saw his high school counselor less frequently, perceived his high school counselor as less available, and came from a small high school than did the decided student. Certain findings were in accord with previously conducted research, the ACT scores and high school grade point averages were not different between the two groups, and the undecided students tended to be more introverted than the decided students. On the Strong, the decided students consistently chose more "like" responses than did the undecided students. The semantic differential yielded only a small number of differences between the groups therefore the study of the effects of counseling with the undecided was handicapped. This study indicates the high school counselor should be more available to the undecided student. The importance of having competent counselors, especially in the small high school, is presented through the study. Also a number of questions were suggested which could be the basis for further research in the vocational counseling area.

Popular attitudes are clearly reflected in a myriad of unsubstantiated stereotypes of women, and women's work behavior. Examples are: women are well adapted to routine, detailed work, women have a propensity for repetitive tasks, while males are more analytic; women workers are prone to high turnover and absenteeism; women aren't agressive and have difficulty making decisions; women have lower self-esteem and lack achievement motivation; women are more social."

Two stereotypes which have served to limit opportunities for women are that they work only to earn supplemental, or :pin money," and that family obligations come before work obligations.

Stereotypes of women at work have become a self-fulfilling prophecy for many women and have limited their aspirations and their achievement in business. The socialization of women to popular expectations has been reinforced by experiences in the home, at school, and at work. Little boys play with trucks, guns, and sports equipment, while girls play with dolls and dishes. In the elementary grades, girls are expected to be passive and docile, while boys are active and agressive. In later years, bright girls realize that brains and popularity do not mix, and some submerge their intelligence.

The Attitudes of Teachers

In vocational-technical education, the sex biased behavior to teachers is clear. As non-traditional students are being recruited into vocation programs, teachers remain influenced by their own biases and beliefs about differences between the sexes. When girls are introduced into a male-intensive shop, teachers report that the language gets cleaner and that "sexual attraction" presents a problem[4]. The presence of girls in the shops actually attracts more male recruits into these classes.

However, girls in male-intensive programs, that I have observed, feel they are treated differently. One non-traditional student reported that "the teacher really overcompensates for the girls." That statement can be multiplied many times over for the amount of times it has been voiced, or its similar counterparts, in my presence. Another example of the attitude of some teachers is exemplified by their attempts to soften the workload of the girls in their classes or worst yet, feeling sorry for them. Giving the girls better grades and allowing them favors, such as chewing gum in class is another ploy used by some teachers to alleviate their biases and guilts. The boys in their classes recognize that the girls get special treatment. Of course, this accounts for lowered morale in the classroom, but that is another problem to

[4]Lewis, Morgan V., Journal of Business Education, 1976, pg. 171.

be dealt with at another time.

Teachers doubt that non-traditional students are employable in areas in which they are trained. A child care teacher noted that the females in the child care class had career aspirations in the child care field, and that the presence of males was actually keeping out girls who might want to pursue careers in child care.

If sex-role stereotyping of occupational education courses and programs is to be eliminated, teachers must examine their own biases and learn to detect sexist language or sex-bias in curricular materials they use. They must be convinced that non-traditional students can find jobs and must explore non-traditional career options with their students. Only by understanding their own attitudes will teachers be able to enhance their students' awareness of sex-role stereotyping.[5]

Inadequate teacher training to meet new circumstances is another problem to be solved and which exacerbates the conditions and choices teachers may have availbale to them. Vocational education classes are made up of a variety of students with a diversity of emotional and physical as well as learning needs. Many times the teachers of these vocational/occupational classes have not had the opportunity or been adequately trained to meet the needs of the individuals, traditional and non-traditional, or diverse groups presently enrolled in their classes. These are some of the many factors that affect teacher behavior as it applies to sex stereotyping in the classroom climate in vocational-technical courses in the high school.[6]

[5]Snell, Margaret, American Vocational Journal,52, 5, May 1977, Pg's. 59-60. To find out why some girls are reluctant to join all-male shop classes, a New Jersey project enlisted nine area vocational-technical schools to ask them. Each school placed girls in traditional male shops, gave them pre- and post-tests, and had them keep daily logs. The reports indicated that the girls were less worried about handling the work than about negative reactions from their shopmates. This report information gleaned from ERIC Search at M.I.S.D. Media Department.

[6]School Climate Improvement, Phi Delta Kappa, 1973, pg's. 7-8.

Develop Strategies To Head Off Sex Stereotyping of Vocational Classes.

In interviewing and reviewing observations with high school counselors, teachers, vocational specialists, principals, vocational state department personnel, and others in education who have lent their advice and suggestions, certain constant improvement strategies became or were apparent. Consequently, I feel it is only right to let the articles, thoughts of other authorities speak as much as possible, and to reproduce the comments, thoughts, and plans of others who have studied the problem of sex stereotyping. Their proposals, programs, counseled suggestions may not meet with success, however in addressing the problems they can give keen insights into possible corrections.

State and Local Projects:[7]

Eliminate Sex Bias in Career Education. Contact : Jacqueline A. Case, Occupational Education Specialist, Great Neck Public Schools, Great Neck, New York 11020. This project conducts conferences and in-service courses to increase guidance counselors and occupational education teachers' awareness of sex bias and stereotypic attitudes in the world of work. The counselors and teachers work with tenth grade students in considering career alternatives not related to sex stereotypic attitudes.

Exploring Sex Roles in Vocational Education and in Society. Contact: Linda Greenwood, Sex Equity Specialist, Bureau of Vocational Technical Education, State Department of Education, Providence, Rhode Island02908.

This project is sponsoring a sex equity course for credit at Rhode Island College on exploring sex roles in vocational education and society for vocational teachers. The objectives of the course are to make the teachers aware of the problem, provide research findings, discuss the legislation and assist in designing model projects for possible use in a school setting. In addition the information and technical assistance to educators.

[7]The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Chrysallis Center. Contact: Rose Collamer, Director, Saginaw Valley State College, University Center, Michigan 48710. The Chryallis Center is part of the Saginaw Valley State College which offers individual tutoring to students in vocational courses to upgrade basic skills. Services include testing designed to help adults feel more confident about choosing courses, jobs, professional training, or leisure activities and a special program of outreach , recruitment, assessment, counseling and workshops for women to promote career awareness about non-traditional jobs and/or better paying jobs which are accessible.

Vocational Opportunities for Everyone. Contact: Cheryl Ochs, Project Director, Southeastern Massachusetts University, Education Resource Center, New Bedford, Massachusetts 02741. This project will train school personnel in a career decision-making process for use with students in selecting a vocational course in a sex fair manner. Teachers, counselors, and administrators of feeder schools will take part in eight weekly three hour and one full Saturday session. Follow up assistance will be provided. A previous project on Sex Equity in Leadership Development produced an activity guide of classroom activities and resources for use by elementary, junior high and high school teachers.

Strategies For Action.

Curriculum

Being a Man. A Unit of Instructional Activities on Male Role Stereotyping. David Sadker, Resource Center on Sex Equity, 1977, 64 pg's. Available from: Superintendents of Documents, U.S. Government Printing Office, Washington, D.C. 20402. This instructional package provides classroom activities for use in exploring masculinity and sex stereotypes. Directions are given for each activity defining teacher and student roles.

Eliminating Sexism: Revising the Scripts. Rose M. Etheridge, Eric Rice, 1979, 203 pg's. Available from: System Sciences, Inc.,Chapel Hill, North Carolina, 27514. This is a self-instruction package designed for all students with

eigth grade reading level or above. It requires five to twenty class sessions. Topics include sex stereotyping and the work force, minority groups, schools and the law. The package contains preassessment and postassessment instruments, self-check questions, and teacher materials.

Expanding Career Horizons. Department of Adult, Vocational and Technical Education, Illinois Office of Education, 1978. Available from: Curriculum Publications Clearinghouse, Western Illinois University, Macomb, Illinois 61455. For information on inservice workshops: Program Information Office, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210. These materials are designed for both sexes in grades seven through fourteen. They include five fifty minute activity oriented lessons designed to create awareness and help eliminate sex role stereotyping. Each lesson can stand alone and be used in a variety of classroom situations both vocational and non-vocational. A forty-six page teacher's guide contains performance based objectives for students. Materials are packaged in kit form with wach kit containing one teacher's guide and thirty sets of student materials. Inservice.

Sex Fairness in Career Guidance: A Learning Kit. Linda B. Stebbins et al. 1975, 265 pg's. Available from: Apt Publications, Cambridge, Massachusetts 02138. This self-administered curriculum for counselors, counselor educators, teachers, and students is organized into four chapters dealing with orientation to sex fairness, recommendations for sex fair career guidance programs, sex fair use and interpretation of interest inventories, and a resource guide. Included in the kit are seven spirit masters, eight role play cards, and one audio cassette "Supplementary Exercises."

Strategies to Eliminate Sex Stereotyping and Sex Bias. Eric Rice, Rose M. Etheridge, 1977, 150 pg's. Available from: System Sciences, Chapel Hill, North Carolina 27514. This information package for state and local vocational education administrators discusses inservice training: recommendations for assessing the progress of local programs; recommendations covering state education agency

approaches based on study findings; and information and recommendations concerning programmatic approaches, strategies and materials.

Nonprint Media

EDUPAK on Sex Role Stereotyping. NEA Order Department, Academic Building, West Haven, Connecticut 06516. Multi-media package. This specially priced package contains the two filmstrip units, "Cinderella is Dead!" and "The Labels and Reinforcement of Sex Role Stereotyping":three books on ononsexist education, sex stereotyping in schools, and women's studies; four cassette tapes including discussion on sexism, racism, and classcism in schools and a four-part tape on women's rights and multicultural equity; and two research reports and phamphlets. Each item can be ordered separately. A publications list is available.

Growing Up Female. New Day Films, Franklin Lakes, New Jersey 07417. 1971, 50 minutes, b/w sound 16 mm. This film shows the socialization of women through a personal look at six females, ages four to thirty-five. Their backgrounds vary from poor black to upper-middle class white and the influences of parents, teachers, counselors, media and advertising, pop music and marriage is examined. This film was presented nationally as a PBS Television Special in 1974.

When I Grow Up. MTI Teleprograms, Inc.,Schiller Park, Illinois 60176. 1978, 20 minutes, color, sound 16 mm. This open-ended production was developed with Expanding Career Horizons for the Illinois Office of Education. It serves to increase awareness among educators of the existence of sex role stereotyping practices typically found in the classroom and school through seven sequences showing school personnel interaction with students from kindergarten through senior year counseling. This film can be used with school personnel, parents, and older students. A ten page Leader's Discussion Guide accompanies the film.

Research Reports

How to Erase Sex Discrimination in Vocational Education. Women's Rights Project. 1977 77pg's. Available from: The Women'a Rights Project, American

Civil Liberties Union, New York, New York 10016. This report contains information on the causes of and remedies for sex discrimination in vocational education. Suggestions for assessing vocational education programs are included along with an analysis of the legislation.

Sex Equity in Vocational Education: A Chance for Educators to Expand Opportunities for Students. Barbara G. Schonborn, Mary L. O'Neil, 1978, 33 pg's. Available from: Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, San Francisco, California 94103. This report discusses the problems of sex bias in vocational education, the legislative changes maddated since 1963, and the educational changes needed. It also provides an extensive resource list.

Organizations

American Institutes for Research. Palo Alto, California 94302. This organization conducted the national Vocational Education Equity Study to assess the extent towhich sex discrimination and stereotyping exists in all vocational programs and to assess the progress that has been made to date to reduce the inequities. Products that will be available through the U.S. Office of Education are an interim report analyzing the literatare and legislation relating to discrimination and stereotyping in vocational education; a case study report of fifteen effective programs and practices describing useful procedures for replication, a peplication handbook describing the procedures used in the study; and an executive summary and final report to provide Congress, administrators, and other users with the major results of the study.

PEER (Project on Equal Education Rights). Washington, D.C. 20005. PEER monitors and publicizes enforcement progress and problems in Title IX implementation. They provide information to individuals and organizations, a newsletter, free publications, reprints of articles, and information papers. "Cracking The Glass Slipper: PEER's guide to Ending Sex Bias in Your Schools" is a kitfor parents and citizens' action groups who want to check on Title IX progress in their

local schools. A publication list is available.

Resource Center on Sex Equity. Counsel of Chief State School Officers, Washington, D.C. 20036. The Resources Center is a project of the Chief State School Officers. Their basic purpose is to provide technical assistance to state and local educational agencies. Training materials dealing with sex stereotyping in vocational education may be secured from the Resource Center.

Part 3 - Identifying Review

Understanding Attitudes of Students Who Are/Or Are Not Entering Vocational Classes.

Based on the hypothesis that a major deterrent to woman seeking enrollment in vocational programs is the attitudes and misunderstandings of secondary school girls regarding such programs, a study designed to identify and assess the attitudes, perceptions, understandings, and conditions for enroll- of adolescent girls in vocational programs was conducted.[8] A normative survey was administered to a stratified random sample of female students (grades 9-12) from thirty-five high schools in Indiana. Responses of the 1,108 participants were tabulated and recorded on summary tables for analysis. Followup interviews were conducted with a selected small percentage of the previously surveyed sample. It was found that white girls believe occupational opportunities are broadening for females, in practice they are still limiting their own choices to those most stereotypic to their sex. The study also indicated that the girls did not know a great deal about the vocational courses and programs available but the majority would consider enrolling in these programs under certain conditions, such as convenience, part-time attendance preferential selection, or in case of failure to gain college admission. Further, based on the final analysis and followup interviews, a total of ten conclusions and six recommendations were reported.

[8] Michell, Marianne H., Attitudes of Adolescent Girls Toward VocationalEducation. Final Report. Indiana University, Bloomington, Indiana. June 1977, 43 pg's. Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis, Indiana. Taken from ERIC Search, M.I.S.D. July 1979.

Based on this type of attitudinal study of female students it becomes somewhat clearer to note the full difficulties inherent to accomplish enrollments in high school vocational programs with these same students. It would be hard to argue successfully with a vocational staff of teachers that that the above requests or demands could be met or achieved under realistic circumstances. The crux of the problem residing in scheduling students with such convience factors being built into vocational program schedules. Reassurance of the female students would at best become a long and difficult task with possible detrimental effects to others wanting to enter those same traditional or non-traditional programs. There is definite need to review this aspect of female student enrollment to satisfy the needs of the greatest majority of the students and yet hopefully please those who have traditionally stayed away from these vocational programs.

Another aspect is demonstrated in a study which investigated the extent and nature of sex bias in a states' vocational education program.[9] It also examined sex bias in relation to selected factors (motivation, psychomotor and language skills, I.Q., interest, reality, and sex-role perception). Enrollments in vocational programs in twenty-four area vocational programs were analyzed. One Hundred students (twenty-five females and twenty-five males in traditional programs, and twenty-five females and twenty-five males in non-traditional programs) responded to selected commercial tests and to the Bem Sex Role Inventory (BSRI). School personnel were given a ten-item survey on practices and policies for eliminating sex bias in vocational programs. Findings indicate the following: (1) the number and type of vocational courses offered and the selected factors identified for this study appear to have little

[9] Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs in Indiana. Final Report. Sawyers, Betty. Indiana State Board of Vocational and Technical Education, Indianapolis, Indiana, 1978, 32 pg's. Sponsoring Agency: Bureau of Occupational and Adult Education (DHES/DE), Washington, D.C. Taken from ERIC Search, M.I.S.D.

influence on an individual selecting a nontraditional program: (2) sex-role-self-perception appears to affect the selection of nontraditional programs. The findings suggest that additional efforts are needed to eliminate sex bias in vocational programs, especially in the area of teacher attitudes, employer attitudes, and student nonsex-bias orientation to occupations.

As well intentioned as this study was purported and intended at the outset it failed to achieve significant results highlighting student attitudes/understanding behind their vocational program decision making. The relationship of factors was well founded and balanced with the inclusion of motivation, I.Q., psychomotor and language skills, interest, reality, and sex-role perception, but yet, none of these factors received much further comprehension to achieve further new insights to the male and female student attitude(s) leading to behavior regarding selection of traditional or nontraditional vocational programs. The conclusions regarding further efforts to eliminate sex bias in vocational programs are further, well known. Or if not, further study in not needed. The underscoring of student nonsex-bias orientation to occupations certainly does need further teacher and industry understanding with concerted effort to make this information always available to students. Counselor surveys taken in the local high school tend to bear this out regarding student understanding of a vocational programs hinges many times upon the student having that information available so they can make a well reasoned intelligent choice. With this knowledge or depth of perception regarding vocational education programs and what skills and psychomotor skills might be necessary to succeed, a student will either willingly or unwillingly take a step that could damage their vocational educational studies. If not that, then coloring their whole experience regarding vocational education and vocational education programs in general. More about this aspect later in regard to the counselor's role in directing students.

Female students in high school often experience negative attitudes. This lack of support leads to discouragement, bitterness, underachievement, and a further division between males and females in high school vocational programs. In the educational field where women have traditionally been employed in high numbers, there is much sex stereotyping and lack of fairness in promotion and tenure. An important factor in the current occupational picture is the decrease in the numbers of education-related jobs. School enrollments have declined considerably, particularly in some urban/urban connected districts,so there are not as many jobs available in education where women traditionally filled many posts. This is particularly true of vocational programs, wspecially certain priority areas of growth such as; electronics, graphic arts, building trades (home construction), quantity foods or culinary arts, data processing (computer technology), horticulture, floriculture, welding and fabrication, drafting and design, plastics, woodworking (furniture construction), automotive mechanics, automotive body repairing and refinishing, machine tool technology, and yes even tailoring. With a scarcity or even virtual paucity in locating women teachers for these areas they have almost become synonomous with male domination. Well prepared and fortified must be the female student who dares have the termitity to enter these programs and expects to suceed in her endeavors. Also the opposite holds true for the male who intends toenter the domaine of the female (traditional) secretary role, nurse/ nurse aide, health occupation worker, stenographer, file cleark, or child care worker.[10] With these negative aspects always in view is it any wonder that most students shy away from a battle or confrontation with either their peers, their parents, their friends, teachers, counselors, or even administrators. The advice at a time of choice may be well meaning when given, but as I have noticed many times still lacks clarification of what the real situation might really be or what ultimate satisfaction that student might eventually gain from that first choice. Selecting a "right" program can be difficult under any conditions, yet

[10] Stimson, Marilyn , Journal of Business Education, November,1978, pg's.75-78.

every student should be given that choice of opportunity. High school counselors who have vainly tried to unconvince a student to try a nontraditional program usually find themselves backed against a wall of misconceptions and ill-given advice. If they should suceed they might find that the attitudes of others in the program deny them the right to really share in the program or undertake to convince them of its prospect of failure. Peer pressure is particularly difficult to contest.

Another study which helps bear this attitude inconstancy out was undertaken in depth in June 1977.[11] The objectives of this study were (1) to describe h the various reasons why vocational decisions which are incongruent with measured interest patterns, but which appear to be governed by traditional sex roles, are made" (2) to determine the extent to which such incongruities are attributable to sex stereotyping: and (3) to assess the probability that any existing se stereotyping can be negated by the time the adolescent is making vocational choices, A sample of 128 high school students were interviewed individually or in small groups. Of the students interviewed, 80% indicated plans to enter a traditional career choice in regards to sex stereotyping while only 13% indicated plans to enter a nontraditional occupation (7% were undecided). Five factors were identified as primary influences on student career plans; experiences in courses, interests, role models, economics, and peer/ and or relatives' influences. However, only three of these factors were identified as influential by students choosing the nontraditional careers: experience in courses, models, and interests. Major influences contributing to the development and maintenance of stereotypical thinking identified by all students were tradition, differing expectations, school-related experiences, and role models. Finally recommendations were made for consideration of activities which would work toward the attainment

[11] Sex As a Determinant in Vocational Choice.Final Report. New Educational Directions, Crawfordsville, Indiana.June 1977, 33 pg's. Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis, Indiana. Taken from ERIC Search. M.I.S.D.

of educational equity in vocational education.

The Role of the Counselor In Directing Students Into Vocational Classes.

Despite impressive amounts of professional literature attending to the effects that sex-roles have upon individuals, relatively little attention has been paid to the effects of sex-role bias on/in the counseling interaction. A present study addressed this deficit through the development and administration of an instrument designed to assess whether counselors attitudes towards their clients reflect sex-role stereotype bias.[12] Utilizing six-Likert type scales and a forced-choice response, the experiment tested counselor's perceptions of, an anticipated responses to, fifty simulated client statements spoken alternately by males and females. The stimulus instrument was divided into five themes (interpersonal, famial, vocational client-counselor, and parental), as represented by ten simulated client statements. The Likert-type scales elicited information regarding the five simulated perceptions of the degree to which teh simulated statements expressed hurt, psychological health, self assuredness, anger, assertiveness, and uncertainty on the part of the hypothetical clients.

Regardless of sex-of counselor, counselors' perceptions of and behavior towards, their clients tend to reflect attitudinal bias with regard to sex-roles. Counselors' level of training influences their perceptions and behavior, although not consistently at a significant level of confidence. Additional implicationsvere discussed and design modifications were suggested for further research. It was noted that an accurate understanding of the limitations and ininjustices resulting from sex-role bias, and the changes necessary or/in both the individual and or/in the social environment are based upon, and will foster, a correction in faulty attitudes. To this end, study is needed to attend to the question of how counselors sex-role identifications, and attitudes toward

[12] Klein, Arthur R., Sex Role Stereotype Bias is Reflected in Counselors Attitudes Toward Their Clients. 1976 238 pg's. Comprehensive Dissertation Index 1977 Supplement (Social Sciences & Humanities Part I Pg. 102).

traditional sex-roles, affects the way in which clients (vocational students) are perceived, as well as the manner in which they are responded to.

With black male and female students stereotypes are more ridgid than with white male and female students.[13] Having all kinds of abilities for sucess in traditional and nontraditional vocational courses, yet having anticipation of failure is a predominant feature of all too many black students in high school today. The absence of role models as a success inducing factor is alltoo common a feature noticed by many counselors and teachers as well. It has been noted that with many black students before or after entry into vocational programs that self concept is the Killer! Having others such as counselors express confidence in them and their abilities is one definite factor correlation that has appeared many times in interviews with counselors advising and guiding black male and female students in high school vocational programs today. It, of course, can't always become the deciding facet in decision making by students, black or white or other minority, yet it has had decisive implications when a student is undecided on which way to turn for a decision regarding a vocational program choice. This is particularly enhanced when a first time nontraditional vocational course (program) selection is undertaken by a beginning minority student.

Counselors as"other people" expressing confidence in their charges brings with it certain psychological enhancement. With the added example of giving to the student an illustration of someone who has made it the reinforcement becomes even more effective with the undecided and poor self-concept student. Penchant/attitude for failure(s),for not doing well, are not to be emphasized to the student under any circumstances is a learning strategy that almost every counselor learns immediately. Or if not, to the detriment of their performance as guidance personnel.

[13]Stevenson, Gloria. "Counseling Black Teenage Girls," Occupational Outlook Quarterly. Vol 19, No. 2, Summer 1975, pg. 5.

Not spending the time to convince people, or even communicate adequately, they should enter into a program because they are a member of the opposite sex is the role needing the greatest strengthening by counselors as seen by many authorities in the field of educational research and counseling. This isn't a high priority with the counselors in the school system where I work and from what can be determined by a survey of other county-wide school systems, the same conditions prevail there as well. Personally surveying the Intermediate School District Director of Guidance and Counseling Services has indicated the pressing need to develop programs and strategies to improve this type communication while striving to eliminate that aspect of weak counseling where a student is not informed properly of the breakdown of sex-role stereotyping. Also spoken too on a county-wide basis should be the attempt to develop the time resources that permit this interactive form of counselor to student communication to go on. Whereby the student at least gains the perspective to making a difficult career/vocational program selection while the counselor has had the time and made the attempt to have the student perceive this vital effective concept. Another key factor as pointed out by authoratative sources (in research) is the neutralizing of negative feedback from parents and others, particularly those in the close immediate family unit, which could be accomplished. Substituting the peer feeling wit h other advantages or attitudes is another advantage that could accrue to the student enrollee who has had confusing statements regarding career/vocational information thrown at them. Another aspect discussed as a negative detriment to good counseling/communication with the entering or undecided vocational stereotypical student is that sufficient time or emphasizing is not given to recruiting. Until many of these students are or can be identified is the time and opportunity wasted because of lack of definite information regarding their needs and the committment necessary by counselors/counseling staffs to aid these students who have so much uncertainty regarding their job future let alone a vocational course decision that might aid that very future.

A study was conducted to identify, develop, and evaluate alternative strategies which vocational educators could employ with students, counselors, teachers, and/or administrators to eliminate and prevent the restrictive influences of sex stereotypingand sex bias on the interests, attitudes, occupational expectations, and training offered to secondary school students of both sexes.[14] Using a three-phase methodology (an assessment of the state-of-the-art, a survey of vocational administrators' needs, and the development and evaluation of student curricular strategies). It was found that (1) state and local programs are in initial development stages; (2) information needs exist in the following areas: curricular materials for all students, teacher and administrator inservice and resource materials, program development information and program implementation information; (3) curriculum strategies and staff-created curricular materials have significant impaction student awareness, sttitudes, and knowledge about sex bias: and (4) need exists for further research on the elimination of sex bias in vocational education. At the conclusion of this study, six products were published: the final report technically described, an executive summary : an administrator manual, entitled "Strategies to Eliminate Sex Bias and Sex Stereotyping": and three sets of student materials, entitles "Eliminating Sexism: Rewriting the Scripts", "Sex Stereotyping, Bias and Discrimination in the World of Work: A Student Workbook", and "In Search of a Job: A Stimulation Activity in Occupational Decision-Making.

[14] Rice,Eric, Etheridge, Rose,The Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Counseling and Programs. Final Report, Vol. I System Sciences, Inc.,Chapel Hill, North Carolina 1977, 107 pg's. Taken from ERIC Search, M.I.S.D. July 1979.

Part 4-
Summary of Review

Career/Vocational Education should have some significant effects if its goals are carried out. The purpose of career education is to bring about an understanding of work without saying that this is what one should do, or that is where one should go to work. Career education is a planned sequence of concepts regarding all kinds of work. Educational information can reach people (students, particularly those who are or have been sex-role stereotyped) who may never otherwise even hear about careers open to them. Career education can instill in women of all ages a self confident attitude that will help them plan and build a life for themselves and not just let things happen to them.

Occupational education strives to achieve a more effective utilization of human resources. Women make up 52 percent of the population-all these potentially contributing members of our society cannot be lost.

Women are moving into executive positions and are climbing the ladder toward top management positions. Even though women have fewer role models to follow, this can have the advantage of allowing more freedom to set precedence, using individual initiative, knowledge, and judgement in determining goals and directions for the department or organization they might work for.

As pointed out in study after study regarding sex stereotyping and sex bias in vocational programs in education, direct action on the part of educators is necessary to help erase and remove the artifical barriers that have been erected by many of those involved in educations' processes. They must be removed from the curriculum of the schools, the counseling and guidance function to enable students to make free and unfettered choices not burdened down with false hopes, administrative rulings regarding career/vocational programs and their supervision, and primarily from teachers' classrooms where student progress may be hindered because of sex-role bias which has intruded upon a teacher's attituden or worst yet the students' mind where they believe they stand no successful chance of completing the program on an equal footing with the rest of the class body.

Positive steps toward reducing and/or eliminating sex-role stereotyping in vocational-technical courses include:

1. Vocational Guidance and Counseling: Most male and female students need opportunities to achieve learning success in the vocational classroom. They also need to learn about the world of work in terms of the skills required to fill specific jobs, locations where those jobs exist, the feasability of obtaining them, training needed to achieve a level of satisfactory skill performance on the job, which ultimately means their ability to hold that job, and the lines of progression to advancement. As an example: all students should acquire understandings of important employment concerns as wages and fair labor practice standards, becoming members of labor unions or apprentice groups, where necessary, job distinctions between professional and their non-professional subgroups such as, nurse, practical nurse, and nurse's aide, or what constitutes the health occupational field. An in-depth understanding of the manner in which work organizations like corporations, cooperatives, business groups, companies, partnerships, unions, apprenticeships, etc., are managed within their hierarchial structures will assist students in the process of making informed vocational decisions. Because of the lack of important decision-making information about vocations, students often miss many opportunities for vocational growth. These are usually irrevocably lost to them.
2. Programming and Course Selection: Classroom teachers and counselors need to become aware of their own, often unspoken, biases toward "women's work."[15] This awareness should lead to some action towards attracting, recruiting and supporting female students who express interests in vocational areas outside the traditional "female" occupations so long sought out as placement opportunities, especially for those who are "slow", minorities, unsure, minorities, or troublesome students who 'need more attention' by a strong shop teacher to bring them into line and a good behavior pattern. Consequently with less trouble to administration.

[15] Lautzenheiser, Barbara J. "Are You Willing To Pay The Price," Business Education Forum, April 1977, pg's. 23-26.

School administrators and supportive personnel should provide the in-service training necessary to improve the capacities of the faculty to reduce or eliminate sexism in all areas of the vocational curriculum.

As pointed out previously in this research paper on sex stereotyping, outside research papers/materials and resource and curriculum materials abound to assist the conscientious vocational educator, be they teachers or counselors or administrators, to eliminate sex stereotyping in their classrooms or programs.

3. Inclusion of Career Guidance in the Curriculum of the School at all Grade Levels. Youngsters of all ages need and desire to learn about a realistic world of work, not only in terms of types of work, but in relation to who can do the work. Career guidance units, field experiences and projects should be free of sex biases in language, illustrations and the assignment of tasks. By starting early the youngsters have a fair chance to understand their work roles with a more comprehending eye.

   Descriptive material and adult role models should attempt to include males and females of different ethnic groups. Role models are critical to young females and minorities who may have limited access to persons in nontraditional occupations.

4. Equality of Opportunity to Learn About the World of Work: Often administrators, counselors and teachers decide that certain learning experiences are for boys or girls only. For example: Representatives of companies, agencies and training programs may visit schools and talk with all male audiences. Such transparent action denies female students access to information which might influence their vocational decisions. School personnel must assure female students equal access to every available opportunity to expand their knowledge and understanding of the world of work,

5. Cultural Democracy in Classroom Management and Teaching: Teachers must interact with male and female students on of equality of expectation and equality of treatment in relationship to systems of reward, discipline and open communication. Further the female student needs additional encouragement to explore and excel in those subjects of vocational-technical education traditionally considered be "off limits" or to be in the sphere of "male" expertise and accomplishment. This may be a difficult goal or objective to achieve with so much demanded in time constraints of teachers and educators in general, yet it would do so much to derive from the spirit of students who have been deprived of the benefits of successful vocational accomplishment. It may after all become the most difficult task to adequately gain the time along with the sense of justice needed for good student communication to remove the long held artificial barriers of sex-role stereotyping.

Teachers, counselors and students must be aware of sex stereotyping in all vocational-technical education programs in the high school. Eliminating sex bias requires a variety of innovative strategies. Effective implementation of sex-fair education will make students aware of new career options for their potential future benefit, and will encourage students to take advantage of non-traditional programs. By preparing for non-traditional roles, students will be challenging the stereotypes which have limited their career development.

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